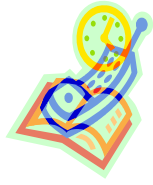


# Supported Employment Guidebook



(Counselor's Edition, Revised April 2007)



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SUPPORTED EMPLOYMENT CONSULTANTS  
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# **General Information about Supported Employment**

## **What is Supported Employment?**

Supported employment is a comprehensive system of services that promote and facilitate work within one's community. Supported employment provides assistance such as individualized job development, specialized job training and/or support, and the availability of support or retraining as long as the supported employee maintains his/her job. As well, if a job is lost for any reason, supported employment services assist with replacement and other individualized supports necessary to maintain employment. Supported employment services should achieve the following outcomes: opportunity to earn equitable wages and other employment-related benefits, development of new skills, increased community participation, enhanced self-esteem, increased consumer empowerment, and quality of life.

## **Who Benefits from Supported Employment?**

Persons who, due to the severity of their disabilities, never have been able to attain or maintain long-term, competitive employment. Communities benefit from having the opportunity to interest and to see abilities of persons whom previously might have been viewed as "dis"abled. Businesses report not only satisfaction with the work performance of employees with disabilities but a higher morale among other co-workers and supervisors who interact with supported employees.

## **What are the beliefs that drive supported employment services provision?**

Regardless of the severity of disability, any person who desires to work can work. The job seeker is limited only by his or her community's level of knowledge or resources, not by the disability itself. Person-centered planning strategies develop roots for the growth, development, and successful outcome of the supported employment process. Job seekers' ideals of a perfect job match must guide the job development process. Individualized services offer the job seeker a much greater degree of input throughout the process and a higher possibility of job satisfaction and on-going success. Physical, social, and cultural integration at the job site facilitate supported employee job satisfaction and societal education. On going support and career planning promote stability and future success for the supported employee. This includes replacement on another job if the first job is lost and supplying the supports as needed on that job.

## **What are primary service components of supported employment?**

- Person-Centered Planning
- Job Development
- Job Analysis & Job Matching
- Placement
- Systematic training and/or support
- Systematic Fading
- Follow-up services for the duration of employment

## **GENERAL INFORMATION CONCERNING SUPPORTED EMPLOYMENT FOR PARENTS OR SIGNIFICANT OTHERS**

### **What is Supported Employment?**

Supported employment provides employment support for a person who has a disability or disabilities severe enough to require ongoing training and support in order to get and keep a job. Vocational Rehabilitation eligibility guidelines stipulate that all persons served in Supported Employment must meet the definition of “most significantly disabled” and must require the provision of ongoing follow up and support in order to achieve a positive employment outcome. The individual is paid typical wages for work performed, at the minimum wage or above. Federal, state, or local programs give funding for the ongoing support the person requires. Generally, Vocational Rehabilitation, based on established eligibility requirements, funds the initial services. Supported employment takes place at work sites that provide opportunities for interaction with individuals who do not have disabilities and who are not paid caregivers.

### **Is supported employment appropriate for my son/daughter or me?**

Supported employment is meant for persons who are unlikely to hold a regular job at minimum or above minimum wages without individualized, ongoing support. It is intended for persons whose disabilities have traditionally prevented them from holding a paid job. The supported employee does not have to be able to work 40 hours per week because supported employment can be either full or part time work. A person does not need to have all the skills required for a job before getting it because s/he will receive on-the-job training and also training for necessary job-related skills such as communication, mobility, or independent living.

### **How is supported employment different from generally available programs?**

Supported employment differs from paid work in sheltered workshops because it occurs in work settings with non-disabled workers and is not separately located at special worksites. Supported employees receive wages at or above the federal minimum wage rate. Supported Employment offers jobs in the competitive labor market rather than at segregated facilities.

### **Why were supported employment programs created?**

They were created in large part because of the effects of Public Law 94-142, passed in 1975, which guarantees children with disabilities a public school education appropriate to their needs. This law is now IDEIA, Individuals with Disabilities Education Improvement Act. This education has to take place in classrooms with non-disabled students to the greatest degree possible. As a result, an entire generation of students and their parents/guardians has come to expect access to regular community programs and activities. What they are finding after leaving school, however, is a limited variety of programs in segregated sites.

In Kentucky, although a network of supported employment service providers does exist, many of them have waiting list, because our state has not yet recognized at the needed level how important and valuable it is to fund employment supports on an ongoing basis. We continue to focus much

attention on day programs and so the funding is not readily available for supported employment. However, as more and more consumers and professionals recognize the value of supported employment, we hope to see this change. Advocacy efforts to increase funding are led by KY APSE (Association for Persons in Supported Employment).

*What kind of support would be provided?*

A Supported Employment Specialist (sometimes you hear them referred to as job coaches) is responsible for helping you plan for and coordinating the provision of the support necessary for you to get, learn, and keep a job. If you want or need to change employment, the support services would assist in finding a different job, would teach new skills, and would provide ongoing support to help you keep the new job. All supports services are individualized. In other words, the same person would not need the same type or amount of support, so planning is done on a person-by-person basis.

*Who benefits from supported employment?*

The main beneficiary is the person with a disability who is employed. In addition, the employer and society as a whole benefit. The employee benefits from the income received, from increased independence, and from the opportunity to become an accepted member of society. The employer benefits from a job well done, from tax credits (under certain circumstances), and many more reasons. Society benefits from the taxes paid on the income received by the person, the reduction in tax support that frequently accompanies increased independence, and the integration of a formerly segregated population.

*Will persons who are employed lose their Medicaid benefits?*

Congress has enacted, in Sections 1619a and 1619b of the Social Security Act, language that allows persons covered by this act to earn more money over a longer period of time before losing their benefits. Other Work Incentives are also established and appropriate assistance is available to you to make sure these are fully utilized.

*Is supported employment a fad or a trend?*

All evidence leads to the conclusion that supported employment is a recognized service and is growing across the country. Evidence from projects throughout the nation clearly show that supported employment is a program that enables persons who had been segregated and unproductive to become contributing, productive, and esteemed members of the community. KY VR has had an established SE Branch since 1990 and remains committed to this valuable service option.

## **WORKING TOGETHER**

### **THE IMPORTANCE OF GOOD COMMUNICATION**

The comprehensive nature of supported employment services will necessitate the involvement of a number of people from various backgrounds and disciplines in the rehabilitation process. Each person involved holds a stake in the success or failure of the individual who is going to work. With each participant, the stakeholders will be different, as will the things that each individual stands to gain or lose. The common goal for all persons involved should be to provide a framework of support for the consumer in the job of his/her choice. Enabling the consumer to make that choice and “making it happen” can only be achieved through a good network of cooperation and communication.

A network of communication can facilitate a smooth transition from the time an individual is identified as a supported employment candidate through referral, placement, training, stabilization, and long-term support. Another important role of the communications network is to address the concerns of parents, employers, or others that may have questions. Rehabilitation counselors, for example, may feel they are paying for services without knowing why. Often these questions can be answered easily, but many times, they are never raised.

#### **HOW THE CONSUMER BENEFITS FROM GOOD COMMUNICATION**

1. Consumer is in a job of his/her choice;
2. The family is aware of any upcoming changes (SSA benefits for example)
3. Services are provided in a timely manner;
4. Services such as guidance and counseling are not duplicated;
5. The level of support is appropriate; the consumer is not receiving any less or more services than needed.

In supported employment the assumption is often made that when a change in plans occurs, or when a decision is made, this information will be shared. This is often not the case.

The best plans can fail when consensus or support has not been reached. It is necessary therefore, for the lines of communication to be defined. Someone must assume that role as the center of communication.

Often, but not necessarily, this is the service provider because s/he has the most contact with the participant and other involved parties. The issue is not so much who is responsible for sharing information, but that a network for sharing information exists. The success of the rehabilitation program depends on cooperation and communication.

Those who are most closely involved with the participant should communicate on a regular basis, through telephone calls, visits, meetings, and written correspondences such as progress notes, intervention time sheets, monthly



reports and timely authorization of services. The function of this core group is to plan, organize, direct, and coordinate the supported employment process.

Planning: To determine the mission of the group and its objectives, and working out methods and procedures to accomplish them. For example, determining the vocational goal, the support needs, and how integration and friendships will be fostered.

Organizing: Deciding upon a formal structure of responsibilities among the group. Who will do the job development and training? Person Centered Job Selection? Who will provide transportation? Who will provide the long-term support?

Directing: The ongoing implementation of the process.

Coordinating: Ensuring that the outcomes of the process are consistent with the expected results. Quality standards should be set and evaluated by the group. Has integration occurred? What can be done to make it happen? Does the consumer like his/her job? Is the employer satisfied?

With good communication, things go more smoothly. Problems may still arise, but can often be anticipated. Everyone benefits especially the consumer.

### **SOME OF MANY POTENTIAL STAKEHOLDERS IN THE SE PROCESS**

**CONSUMER**  
**FAMILY MEMBER(S)**  
**SE SERVICE PROVIDER**  
**VR COUNSELOR**  
**GUARDIAN**  
**EMPLOYER**  
**THERAPIST**  
**CASE MANAGER**  
**TEACHER/SCHOOL**  
**COMMUNITY (FRIENDS, NEIGHBORS, OTHERS)**





## **General Description of SE Phases**

The following is a general description of the “phases” of supported employment, or the general process you will expect to see when paying for services for someone in supported employment.

**Person Centered Job Selection Phase:** Each month you should receive “Documentation of Person Centered Job Selection Activity” reports. This **required** format for documentation includes the activity, purpose, results and next steps. This is due on approximately the 5<sup>th</sup> of each month. Documentation should be submitted on each person in this phase even if the Supported Employment Specialist did not meet with the consumer that month. If no contact was made, an explanation should be submitted. The documentation of activities should be specific and to the point and used as justification for results given in the Person Centered Employment Plan (PCEP). When the PCJS is completed, a PCEP is written that will summarize all findings and recommendations. This must be submitted with the outcome fee bill of \$750.00. As best practice, this would be an appropriate time to get back together with the consumer, SE Provider and other individuals as appropriate to discuss vocational goal findings before moving into Job Development.

**Job Development:** Each month you should receive “Documentation of Job Development Activity” reports, again by approximately the 5<sup>th</sup> of each month. This **required** format for documentation includes job contacts, job development activities, job carving, task analysis, employment site considerations and next steps. If no job development activities occurred, an explanation must be submitted. When the consumer is placed on the job the Supported Employment agency should provide you with all job related information included, but not limited to: rate of pay, benefits, hours working, place of employment and job title. When the consumer obtains employment that is consistent with vocational goal, the job development outcome fee of \$900.00 should be paid.

**Supported Employment Outcome:** This fee is paid only after 60 DAYS OF STABLE EMPLOYMENT has been maintained (i.e. the start date for the 60 days may not necessarily be the 1<sup>st</sup> day of employment). During the Outcome phase, the SE provider must provide a monthly progress note at 30 days (there is no required format) detailing how the placement is going. It is not acceptable for there to be no contacts occurring with the consumer during this phase. Once the 60 DAYS OF STABLE EMPLOYMENT has been completed you can pay the outcome fee of \$4200. The SE provider must also submit, at 60 days, the required Long Term Support Plan. The SE provider should then provide a progress note (no required format) over the next 30-day period (i.e. 90 day mark). This note should include any new information about the job (such as a raise), supports and services planned/provided, and any other pertinent information. In lieu of a 90 day note, there could be a discussion between the Counselor, Consumer and SE provider, before case closure.

## **VR Guidelines for Purchase of Supported Employment Services**

Budget Unit: 6760/6763

The following guidelines pertain to purchase of supported employment services for eligible consumers with the most significant disabilities. The VR Supported Employment Branch must approve all supported employment service providers as vendors. An application process is required to become a vendor. The VR counselor must authorize the services for each consumer.

Payment documents should be processed promptly by the VR office upon attainment of appropriate outcomes and receipt of required documentation of service from the Supported Employment provider.

### **Services and Fees**

<b>Person-Centered Job Selection (1-0-Q)</b>	<b>Outcome Fee</b>	<b>\$750.00</b>
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Becoming well prepared to represent people who need supported employment to prospective employers is an important activity prior to the initiation of job development efforts. The Supported Employment Specialist must get to know the person and gather all relevant information on the needs, skills, preferences, and experiences of the people who are to be employed. This information serves as the basis for successful job matches.

Person-centered job selection provides:

- a respectful way to get to know people who are seeking jobs; a way to break past preconceived notions about what a person can and cannot do; and a way to discover new and positive job possibilities *with* the person;
- a thoughtful framework for planning job development and job negotiation—a means for service providers to “get ready” for job development;
- a way to be thoughtful about the nature of an ideal job for an individual—as opposed to “slotting” him or her into a readily available job, guessing whether or not it will work out.

The person-centered job selection outcome fee must be authorized by the VR Counselor prior to the start of this service. It may be paid once a **Person-Centered Employment Plan (PCEP)** is developed and submitted to the Counselor. The SE Provider must have also submitted monthly activity notes while the PCEP is in process. Standard formats for the Notes and the PCEP have been developed and must be used by all Providers. If at the end of the three-month authorization period a PCEP has not been developed, the Provider and the SE Consultant should be contacted to plan next steps prior to issuing another authorization for the completion of the PCEP.

<b>Job Development Services (3-5-E)</b>	<b>Outcome Fee</b>	<b>\$900.00</b>
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Individualized job development services are very important in the supported employment process. The Provider should assure that all job development activities are based on the PCEP. Accordingly, an outcome fee will be paid for specialized job development services that lead to employment in a suitable job.

Job development services may focus on interviewing skills/interview support, particular work environments, job types and settings, learning styles, transportation needs, hours required, potential for natural supports, job carving, job creation, needs for accommodations and assistive technology, and/or many other services based on the individual.

The VR Counselor should issue an authorization for job development services upon receipt of the PCEP.

Monthly activity notes must be submitted while job development is in process to the OVR Counselor. A standard format for the Notes has been developed and must be used by all Providers. If at the end of the three-month authorization period a job has not been developed, the Provider and the SE Consultant should be contacted to assist with planning next steps prior to issuing another authorization. The outcome fee will be paid at the time the person starts an appropriate job, based on recommendations made in the PCEP. Communication between the Counselor and Provider is vital to assure that authorizations, notes, and payments are timely.

<b>Supported Placement</b>	<b>Employment (3-5-H)</b>	<b>Individual</b>	<b>Outcome Fee</b>	<b>\$4,200.00</b>
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Once the individual has obtained employment, the outcome-fee should be authorized to the supported employment provider so that individualized supported employment services can be delivered to assist the supported employee in achieving job success.

The list of possible supported employment services covered under the outcome fee is extensive. These services can occur both on and off the job site. Services are not limited to skills training by a job coach only, but should be individually tailored based on the needs of the particular person.

The supported employment provider *must* give feedback to the OVR counselor as needed, furnishing written progress reports on a monthly basis or more often as needed. The Provider must also submit a **Long Term Support Plan** with the invoice when the service is completed. Successful completion of the service means:

- the individual has been employed at least 60 calendar days in a job or jobs consistent with the PCEP;
- is satisfied with the job, and has a satisfactory number of hours of work scheduled each week;
- *and* has the extended services support in place to continue on after OVR closes the case file.

The fee will be paid to the supported employment provider if the above criteria are met. OVR case closure could then occur after another 30 days of successful employment, for a total of at least 90 days in "employment status" before case closure.

Before closing the case file, the OVR counselor should talk with the individual, the supported employment specialist, and possibly with the employer and other "stakeholders" such as family members, etc. The counselor should be assured that the customer is functioning well at the job not only in terms of general satisfaction, number

of hours worked, performance of job duties and other basics, but also in his/her comfort level on the job, in interacting with coworkers and supervisors, and in other "less visible" but essential, aspects of the job which, if unattended, could jeopardize the worker's future.

The supported employment agency is responsible for provision of all ongoing support services necessary to help the individual remain employed. The supported employment agency will use funds other than OVR dollars to cover the cost of these services. Only in specialized circumstances will additional services be authorized by OVR.

<b>Additional Services (3-5-G)</b>	<b>Supported Employment</b>	<b><u>By special approval only</u></b>	<b><u>\$30.00 hour</u></b>
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An additional hourly fee has been established for provision of services by a supported employment specialist, who may provide extra necessary support services beyond the outcome fee for up to 18 months (timeframes to be specified in the IPE) by special approval from the Supported Employment Branch.

Stabilization is not easily defined and is often a "judgment call" based on considering such factors as the individual's satisfaction with his/her job, level of interaction with his/her coworkers and supervisors, etc., and level of services needed and/or anticipated. Also, the individual may need time to substantially meet the goal for hours of employment established in the IPE. The extended services may not be in place and OVR services are needed for a specific time to preclude any interruption of services. All issues, which are deemed to be "exceptions to the rule", will be taken into consideration and decisions made on an individual basis.

OVR case closure can occur after a minimum of 30 days has elapsed beyond OVR payment of services. Extended services must be in place so that interruption of services does not jeopardize the consumer's employment.

## Transition From School-To-Supported Employment

Transition Services is a set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities including supported employment. According to IDEA (Individuals with Disabilities Act) each IEP (Individual Education Plan) must include a statement of needed transition services for students no later than age 16. The ARC (Admissions and Release Committee) annually reviews and revises the need for transition services. Often the ARC (which may include the VR counselor) may determine that a student will require supported employment services even though he has successfully completed a community-based program.

If a student is participating in community-based training, the ARC, or other decision-makers, may agree to involve a supported employment provider prior to graduation. In this situation, the Counselor may elect to begin purchasing services *prior* to graduation at an hourly fee of \$30.00 from the supported employment provider. It is important to involve all parties in this decision in order to insure a seamless transition from high school to work.

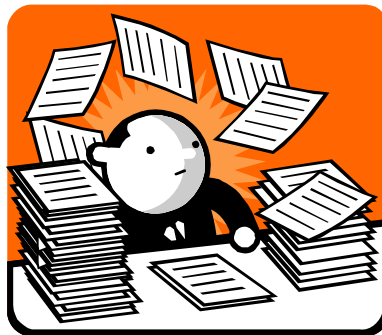
If a student who is eligible for supported employment successfully exits from a community-based school program in a job but still needs support services to become stable on that job, the VR Counselor may either provide the service through an hourly fee authorized to a supported employment vendor based on individually determined numbers of hours, **OR** through authorization of the “outcome fee for individual placement” when a more comprehensive effort will be required in order for the student to stabilize in employment.

Each *individual* situation will require varying numbers of hours and kinds of support services. The counselor and supported employment provider must discuss this to determine the number of hours to authorize, or whether an outcome fee is merited. Progress reports and/or hourly intervention documentation must be submitted to the Counselor by the supported employment program in order for services to be paid.

When the student exits the school program, is not employed, is eligible for and needs supported employment, the full array of supported employment services purchased from a supported employment provider should be considered.

### **Recap of Paperwork Flow**

- 1. Person Centered Activity Logs (submitted monthly)**
- 2. Person Centered Employment Plan**
- 3. Job Development Activity Logs (submitted monthly)**
- 4. 30 day working summary**
- 5. 60 day long term support plan**
- 6. 90 day working summary OR meeting/discussion with Consumer and SE Provider before case closure**



## **SUPPORTED EMPLOYMENT SERVICES AND FEES**

<b>Expenditure Category Code</b>	<b>Service</b>	<b>Fee</b>
<b>10Q</b>	<b>Person-Centered Job Selection</b>	<b>Outcome Based \$750.00 (PCEP Submitted)</b>
<b>35E</b>	<b>Job Development</b>	<b>Outcome Based \$900.00</b>
<b>35H</b>	<b>SE Outcome Fee</b>	<b>Outcome Based \$4200.00</b>
<b>35G</b>	<b>Additional SE Services</b>	<b>\$30.00 an hour by approval of SE Branch only</b>

- Monthly Documentation is required
- In the case of hourly fees, documentation of each hour of service must be submitted.
- Maintenance, Transportation, Medical Services, Assistive Technology, etc..., which are not supplied by Supported Employment agency may be provided based on individual need/eligibility and according to VR established fees.



## **Person Centered Job Selection**

### **EXAMPLES OF PERSON-CENTERED JOB SELECTION ACTIVITY**

#### **Example #1**

##### **DOCUMENTATION OF PERSON-CENTERED JOB SELECTION ACTIVITIES**

**Participant Name: Dudley DoRight                      2/1/07**

**Activity:**

Initial Meeting with Dudley.

**Purpose:**

Meet Dudley, permit him to ask questions of me while we become acquainted, and obtain all pertinent information to begin SE process.

**Results (what did you learn?):**

Dudley has a good memory for dates and places. He gave very detailed information. He really enjoyed going to school and had lots of friends. He has a very active social life. I also learned that Dudley is a Tony Stewart NASCAR fan. He could quote his stats and knew quite a lot about the sport. He told me all about Tony's accomplishments for the year and how he is first in Points and should win the NASCAR Championship this year. He has gone to several races and loved them. He is hoping to go to Atlanta in a few weeks to see the race there with his Father and brothers (A guys trip).

He is really close to his brother Bo and does a lot with him. Bo has a dragster that he races locally. Dudley goes with him to every race. Dudley helps Bo work on his dragster. This was also evident by the grease underneath his fingernails.

**Next Steps:**

Observe Dudley working with Bo on his dragster.  
Check out test dates for NASCAR at KY Speedway.

Signature: \_\_\_\_\_  
Date: \_\_\_\_\_



## **Example #2**

### **DOCUMENTATION OF PERSON-CENTERED JOB SELECTION ACTIVITIES**

**Participant Name: Dudley DoRight**

**Good Notes 2/5/07**

**Activity:**

Met with Dudley and his brother Bo to work on Bo's Dragster.

**Purpose:**

To see what knowledge Dudley has of cars, observe his performance of a variety of tasks

**Results (what did you learn?):**

Dudley has good mechanical skills. He was able to do basic mechanical things and some not so basic things. He checked the oil, added oil if needed, checked tire pressure and was able to add and take out as necessary. He also helped his brother take apart a carburetor, put a kit in it and put it back together. Dudley and Bo are really close, and Bo will be a good source of support for Dudley. He really wants to see him succeed.

By the end Dudley was covered in grease and loved every minute of it. He is a true motor head. He learns things where cars are concerned easily and could follow simple instructions from Bo and what to do to the car. He did these tasks with a big smile on his face.

**Next Steps:**

We will go to KY Speedway, watch NASCAR testing, discuss more with Dudley about his job interests, and network with others who are in the business.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### **Example #3**

#### **DOCUMENTATION OF PERSON-CENTERED JOB SELECTION ACTIVITIES**

**Participant Name: Dudley DoRight                      2/8/07**

**Activity:**

Watch NASCAR testing at KY Speedway

**Purpose:**

To get to know Dudley better and to find out more about his knowledge of NASCAR, Cars and Racing.

**Results (what did you learn?):**

Dudley is very talkative today. I learned a lot from Dudley on our drive to and from KY Speedway. I learned that while in school he worked at McDonalds and hated it. He was wiping down tables and cleaning the dining room. Dudley hates to clean; his Mom is constantly on him about cleaning his room and taking his dishes off the table and to the sink. She is always telling him to go and wash his hands, as he is usually been in grease of some kind. He also tried stocking at Wal-Mart and this was better than McDonalds especially when he got to stock in the automotive Department. He favorite part of Wal-Mart was when he was able to work near or in the Tire Changing area. Dudley told me that Bo gave him some old parts that he is no longer using on his car and Dudley has been practicing taking them apart and putting them back together just like Bo had taught him.

Dudley was very excited to be at the speedway. He knew all the lingo and really enjoyed watching them test, even though to me there seemed to be a lot of down time while they worked on the cars. We were not able to get into the pits, but Dudley brought Binoculars so that he could really see what was going on down there. There were several teams testing and Dudley knew a great deal about each one of them. We went into the gift shop where he bought a cap with the KY Speedway logo on it. He knew how much money to give and how much he should get back.

On the way back home Dudley talked about going to Atlanta in a couple of weeks for the Races. He also talked about going with Bo to the Drag Races this Saturday night. He is going to keep record of everyone's time at the races. Dudley also told me that once he gets a job he is going to take Bo to the Races at El Doro Speedway. His favorite Driver Tony Stewart owns the track.

**Next Steps:**

Set up job shadowing at Eddie Pope's Service Station, Barney's Auto Service and Dunn's Auto Body and Repair.

Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

## Example #4

### Documentation of Person Centered Job Selection Activity

**Participant Name:** Dudley DoRight

**2/13/07**

**Activity:**

Job Shadowing

**Purpose:**

To see what jobs around cars that Dudley would like to do

**Results (what did you learn?):**

**Eddie Pope's Chevron:** Dudley and I went and observed the daily duties at Eddie Pope's. Dudley really enjoyed talking with the guys about cars. He asked pertinent questions and even assisted Eddie by starting a car for him. Dudley really liked the mechanic part of the business. He was not so enthralled with the gas part of the business. It was too fast-paced for him. He can make and count change but not fast. He is not so sure about the credit card machine. He did like putting in the gas. He was a little uncomfortable with the customers, especially the ladies.

**Barney's Auto Service:** Dudley loved being here. He assisted Mr. Barney by cleaning some engine parts. He had his hands in dirty greasy water and mineral spirits and loved every minute of it. He did a very thorough job and Mr. Barney complimented him on a job well done. He also went next door to the parts store to pick up a part that Mr. Barney needed right away. He told the parts person what he needed and signed for it and took it straight back to Mr. Barney.

**Dunn's Auto Body Repair:** Dudley was also very interested in seeing what was done here. He paid very close attention to what Mr. Dunn told him about the business. Mr. Dunn took Dudley through all the parts of the shop from the Body Fabrication to the Paint Room. He showed him how to put Bondo on a fender. Dudley did an excellent job and filled in the spot well and sanded it down.

Dudley enjoyed each of these job-shadowing experiences. He enjoyed being around car guys. He expressed that his dream job would be to work around cars.

**Next Steps:**

Job Shadowing at Auto Zone.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **PERSON CENTERED EMPLOYMENT PLAN**

The Person Centered Employment Plan (PCEP) must be submitted once the SE Provider has completed the process and is ready to begin job development.

### **PCEP EXAMPLE**

**EXAMPLE ONLY**

#### Identifying Data

**NAME:** Randy Norton  
**ADDRESS:** 4517 Maple Ave., Lancaster, KY 40444  
**PHONE #:** 859-792-5783

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#### **General Info / Life information affecting employment** *(residential, family, disability – related)*

Randy lives at home with his mom and dad. They're people who have questioned other's low expectations. One of the specialists they visited while seeking guidance for Randy when he was young said Randy should be placed in an institution where other people with autism live. His folks would not hear of this.

At age 7 he started talking – repeating words. Randy still does not communicate much using speech. He will repeat a word or say a word if asked a question. "Randy would you like to go out for pizza?" Randy will reply saying, "pizza." He does not initiate conversation, and cannot voice what he likes or does not like. Learning about his preferences requires devoting time with him to see the kinds of things he chooses to do, and talking with his parents. Randy is now 25-years-old and life pretty much consists of time with family, or attending the therapeutic rehabilitation program. The exception is going to movies on Friday night by himself. His parents drop him off at the theater and then pick him up.

Randy has had only one job, at the Food Lion. He's not worked for the last six months, and his family is unsure about Randy working out in the community again. It's not possible to engage Randy in a conversation to know how he feels about work because he does not express himself in this way.

He began attending the therapeutic rehabilitation program (TRP) after his job at Food Lion ended. I asked Randy and his parents if I could spend some time there to learn more about this aspect of his life and see what connections there may be with employment and preferences. His parents agreed, and Randy did not seem

to mind the visits. I learned that this is a program primarily for people with mental illnesses, and mostly older people. Since Randy is young and since he does not have a mental illness, it's difficult to know why he's here. Frankly, the primary activities of the day for many consist of sleeping or smoking. There are "units" for office work, kitchen work and cleaning. All participants are expected to work in one of these. What I observed and what staff echoed was that Randy never engages in the sleeping or smoking. Rather, he always wants to stay busy. He is assigned to the cleaning unit where he will conscientiously sweep and mop – not missing a spot. If he finishes, and there is nothing else to do (and I observed there is not) then he will continue sweeping and mopping. Susan, a staff person said, "If Randy does it, then it will be done right." Here's an especially interesting point: When I asked about Randy's instruction on the cleaning work, I was told that Randy would learn quickly and then precisely model the work method shown and never deviate from this. My impression is that Randy is captured by his surroundings, and he is finding a way to cope by staying busy by doing the only available activity. Very resourceful I think.

**Employment history** *(Consider tasks, hours, environment, jobs, people, & employer. Include in this section also any volunteer job experience, school transition jobs, or other work experiences)*

Randy worked at Food Lion as a bagger beginning in 1998 for about 10 months. He worked part-time every other day. This has been his only job. I first met Randy when I replaced the employment specialist who had gotten the job for him. My role was to provide follow-up. When I'd ask co-workers and managers about Randy's work, they'd say, "He's doing fine." Looking back, I can see how isolated Randy was. He really needs advocates -- people to translate the culture to him and to translate his actions that may not be understood by others. For instance, one of the things Randy likes to do is look at one, five and ten dollar bills and examine the serial numbers. He'll say, "check your money please," and then look at serial numbers. Randy has the serial numbers for bills at his home *memorized* and he wants to find consecutive ones. *Really*. More on this later. The point here is that Randy would *not* ask Food Lion customers to see their bills *because* his former employment specialist told him not to do this – explaining that people would not understand. No one at the grocery was filling this role of advocate/translator. Randy was on his own. He wants to fit in, but needs guidance to understand the rules of social situations.

Then the call came. The manager said that Randy had hit a co-worker. "We need to let him go." And they added, "He's been having some problems." They did not officially fire Randy, nor did they have information about what happened other than he hit a co-worker. They asked me to tell him that he couldn't come back. I met with Randy and his parents. We told him he could not return, and why this was so. Randy could not tell us what transpired at Food Lion. He could not indicate whether he understood what we were saying about the job. He could not let us know if he would miss work at the Food Lion or if he was relieved not to be working there. In retrospect, it's easy to see a couple of factors that likely

contributed to this job not working out: Co-worker supports were not developed, and Randy's gifts and interests were not well thought-out. It was a placement. He needs more consideration next time.

Of course, hitting a co-worker represents a potentially big problem. Since attempts to learn about the events surrounding the Food Lion incident with Food Lion folks were unsuccessful, I surveyed others to find out if this kind of thing had ever happened before. It hasn't. Never has there been a glimpse of anything similar. Not with me. Not at home. Not at school. Not at the TRP. This was the only occurrence. Of special concern is Randy's vulnerability to acquiring a reputation for hitting others, or being known as "violent," or "unpredictable" based on this one isolated, ill-defined happening.

**Skills / Interests** *(include information about how this was learned/discovered)*

*Memorization:* In the prior section I told about Randy's incredible ability to memorize numbers. Randy collects money. He memorizes the serial numbers, so that he can seek consecutive numbers. Randy can look at a bill for a second and recognize if it's one he "needs" for his collection. If he finds a needed bill, then he offers to trade for one he's carrying. (No conversation. He takes it and trades.) *If* Randy's in a safe environment to request such, then he'll say, "Check your money please." (This is the only phrase I've ever heard Randy say. Other times he expresses himself in single words.) He deduces that it's safe to "check" by either inquiring of someone who's familiar with this practice, or having someone around who can translate his desires. For instance, if Randy is with me, he may approach someone unknown with "Check your money please." This is safe because he knows I'll fill in the blanks. I'll explain about his collection... Of course, for some this is seen as an intriguing talent, and for others it is off-putting or awkward. I think of it as the former, and believe that this kind of memory must be a marketable skill in certain kinds of employment.

*Mechanical disassembly:* Taking mechanical type things apart fascinate Randy. He didn't tell me this. I learned this by seeing a portion of the family garage filled with disassembled clocks, radios, and small appliances that people had given Randy because they know he likes taking things apart. Family, neighbors, and TRP staff give Randy things to disassemble. If there's something available, then he gets to work. The motivation and interest for this kind of task is clear. Our role is to help him find a place where this interest is valued.

*Precision and thoroughness:* Randy's room is always nice and neat -- a place for everything, and everything in its place. If his mother goes in his room and moves a magazine, then Randy will return it to its precise prior spot on the end table. He'll sweep to be sure nothing is on the floor -- no lint, nothing misplaced. His parents say this is a pattern in his life. And this was noted too by the TRP staff in terms of the thoroughness of his work on the cleaning unit.

Another related aspect of Randy's need for order is his desire for predictability and routine. Randy uses a digital watch. He wants to know his schedule for the day and week. For example, we attended a movie together once because I wanted to learn more about his interest in doing this. He wanted to go on Friday evening, because this is when he goes to movies. He would know days for attending the TRP, and would say "Southwood," the name of the program. On Saturdays Randy may say, "pizza," because this was a day he and his family would regularly go out to eat. When he worked at Food Lion, Randy knew which days he worked, and which days he had off. He wanted these days to go as planned. If there was a change, Randy may keep saying the word associated with what he expected (e.g., "Southwood"). He would; however, eventually understand there was a change and quit repeating this key word.

*Imitation and modeling:* The TRP staff noted how precisely Randy modeled the cleaning methods when shown one time. Also, when reviewing notes of the former employment specialist, I found that Randy had quickly learned the bagger job by modeling. His parents used this method to teach him home responsibilities (e.g., cooking, cleaning).

**Possible job tasks based on skills and interests** (*i.e. answer a phone, take a message, drive a car*)

- Quality control – accurate - can detect flaws, differences, imperfections
- Order picker – accurately match numbers and codes
- Auto parts/small engine disassembly
- Mail sorter – memorizing zip codes

**Learning styles / teaching tools** (*e.g. visual learner, picture book, cues*)

Randy learns best by having someone show him what to do. It's very important to remember that people show/teach him correctly the first time, since this is the way he will always want to do it.

Needs someone to translate the culture to Randy and translate his actions that may not be understood by others.

**Desired job characteristics & rationale for each**

(*i.e. A.M. employment due to transportation, evening hours due to medicines, non-smoking environment due to asthma, modified work station due to wheelchair*)

- A job with consistency and predictability regarding schedule and responsibilities – Randy does well when he knows what's going to happen and what's expected.
- Small group of consistent co-workers & not a lot of interaction with a variety of different people – Randy is a wonderful man and also someone who's difficult to get to know. If people change all of the time, then the odds are that no one will get to know him, and no one will learn how to be an advocate/translator. Also, predictable people help create a sense of comfort.



- Quality v. quantity – Randy’s commitment to things being “just so” could interfere with production. In other words, if there were a job that had a range of correct ways, Randy would still want each item to be done just one way, and “perfect” in his mind. Therefore, his production would be slowed because he may be unwilling to adjust the accuracy of his work. Better to find a job where “things being done just so” is a requirement.
- Uses unique ability to memorize numbers - as in memorizing serial numbers on US currency
- Uses interest and skills in taking things apart – as in his garage of disassembled items

Ideal number of hours per work-week & how this was determined

From my experiences with him at the TRP, it is apparent that Randy has the stamina to work all day. He will do this there – always preferring to stay busy. I feel certain Randy can work full-time if the job is something he enjoys doing. When it comes to disassembling things he’s been given, Randy will work on this until he has completed all of the disassembly – no matter how long it takes.

**Plan of Action** *(who? what? when? where? how? will these be achieved)*

**I. Job Possibilities** (list business / who will contact)

- Matsushita : (QC, disassembly) Lori Barrett will get name of H.R. person from friend who is in charge of accounting dept.
- Dana Corp.: (QC, disassembly) Lori Norton
- Bay West: (QC, disassembly) Dad knows someone and will get name and give to Lori Norton
- Danville Engine Builders: (QC, disassembly) Lori Norton
- Kohler Engines: (QC, disassembly) Lori Norton
- Jackson Repair Shop: (disassembly) Lori Norton
- UPS (mail sort) Lori Norton

**II. Supports for Job Development** (include SE specialist role, development of natural supports, etc. This is the area in which you would address the plan for job development—such things as who will make employer contacts; how should disability info be addressed, etc)

I will serve as Randy’s agent with potential employers to market his skills and interests. Randy speaks very few words. If people just see Randy on the surface they won’t be able to see all that he has to offer. Randy’s parents want me to emphasize his unique skills and ways he can contribute to a business while talking about his disability in a functional way. For instance, regarding his autism, I should refer to Randy’s need for predictability, his desire for order, his limited speech, lack of reading skills, math skills... It is acceptable for me to say the name of Randy’s disability (autism) if in my judgment such seems suitable.

**III. On-the-Job Supports** (various roles of SE specialist, co-worker support, all pertinent supports)

It's essential that I promote the involvement of those typically involved with new employee orientation and training. Since Randy learns so well through imitation, he will build confidence in his instructors to teach him new skills. This confidence will increase the likelihood that people will devote the time to understand Randy and serve as advocates. At the same time it will be important for me to emphasize teaching/showing Randy the precise method because unlearning and relearning will be especially difficult for him.

**IV. Other Support Services** (such as rehab tech, SCL, supports needed for transportation, etc.)

Randy's parents provide transportation, and have a great deal of flexibility to do this.

**V. Other Important Information** (individualized)

Randy is a man who has much to offer and some truly unique talents. It's likely that utilizing these skills will require thinking broadly about employment possibilities – matching things he can do and likes to do, with specific employer needs (customized employment). This will require research of suitable companies to find the right tasks and of course, the right people.

**Signature of SE** Lori Norton

**Specialist:**

Contact info: Cardinal Employment

7563 Pine Rd.

Danville, KY 40422

Date: 10/15/2005

**Addendum / Amendment / Modification** (to be completed if needed)

**Signature of SE**

**Specialist:**

**Date:**

## **PERSON CENTERED EMPLOYMENT PLAN (PCEP)**

### Identifying Data

**NAME:** Jane Smith  
**ADDRESS:** 123 Smith Lane  
**PHONE #:** (800) 123-4567

**Example Only**

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### **General Info / Life information affecting employment** *(residential, family, disability – related)*

Jane lives in a staffed residence with two female roommates at ABC House. She is 34 and very social with others. She initiates conversation and is able to communicate her needs and wants to others. She generally gets along with others and prefers to maintain her routine. She came to ABC AGENCY in 1996 from a DEF operation in Winterville, KY. When she was 17 she was removed from her home due to suspected sexual abuse. Her parents are divorced and are now both deceased. She is the youngest of four brothers and two sisters. On occasion, she does have supervised visits with some of her siblings.

Currently, in the residential program at ABC AGENCY, she receives assistance with basic home management skills such as caring for her own belongings, preparing meals, and general housekeeping skills. Jane's long-term goal is to live in her own apartment and maintaining an independent lifestyle. At this time, she still requires verbal prompting from staff to complete daily tasks.

She spends her time going out in the community and participating in activities, such as, shopping, visiting with her friends, going for walks, going out to eat, and watching television. While at home, she prefers to spend time alone in her room. Jane currently works at the Q PLANT of Summerville, four days a week. At one time she attended five days, but in her recent ISP she requested to come to the Community Habilitation Program at ABC AGENCY one day a week so that she can participate in planned community activities.

Currently, Jane has been working on the following tasks at Q PLANT; filling medical kits for Summerville Health, and filling bags for anesthesia with five different leads, or she also works on identifying correct change, and using a calculator. Lately she has also been working on assembling "stork kits," to announce new births. This has enhanced her counting and packing skills, and her ability to identify different objects on the job. Although, she enjoys doing these things she has repeatedly stated that she is bored there when they have down time.

Jane stays on task, even though sometimes that can be very difficult for her, due to her bilateral hearing loss in both ears. She does wear hearing aids to help correct this. In the past, Jane has exhibited some self-abusive behaviors, but she is now working on replacement behavior and has learned to discuss her anger and frustration with staff members. The number of her behavioral outbursts has decreased dramatically over the last several months. She has done so with the combination of her behavior support plan, counseling, and medication. Jane has been enabled to become less frustrated and cope better during stressful situations.

**Employment history** *(Consider tasks, hours, environment, jobs, people, & employer. Include in this section also any volunteer job experience, school transition jobs, or other work experiences)*

### **Jobs that worked well and Why?**

After interviewing Jane, along with reading past information regarding employment, we discovered that she has had several jobs. The one job that she was successful at was a restaurant named "Maggie's". While employed there she did several tasks. She cleaned the restaurant as well as washed dishes. She enjoyed working at Maggie's but at times she did not want to go to work. This was mainly due to lack of interest, but did what was asked of her because she wanted to work. This job ended due to the fact that the restaurant closed. They told her that they would give her good references as she looked for another job.

### **Jobs that did not work well and why?**

Jane has had several jobs that did not work well for her. In 1998, she worked at the Summerville Nursing Home in the dietary program being an assistant. She only worked at this job for two weeks before they terminated her employment. The reason for her termination was that they had felt that she could not do all the tasks fast enough. Since providing Supported Employment to Jane I could understand this, due to one of the places we explored was an assisted living home, Morning Place. There, you had to do multiple tasks in a very short period of time and Jane had stated that she did not desire to work in that kind of setting. Another job that Jane has held is cleaning three days a week for one hour at the Autumnville Post Office. The dates she worked at this job is unknown, although I did find out that she did this for about a year. She was generally cooperative at work but if she became upset about anything she would refuse to go. This may be due to the fact that this work was not consistent, as she shared this task with other people. She would go one day to clean then someone else would go another and so forth. The last job that it is known that Jane has held was at Burger Restaurant. She was responsible for dipping onions in the batter for their onion rings. Jane felt like this was a job that once she got her quota finished, that she was done for the day and she would throw onions away when she got bored with making the onion rings. This was also a job that she did pretty much without interaction from other staff. As I mentioned earlier, Jane is a very sociable and vibrant lady that likes social interaction with others.

### **Skills / Interests** *(include information about how this was learned/discovered)*

**Detail Oriented:** Jane is able to pay attention to detail, when she is interested in an activity. We observed this strength during our visit to Food Haven, which is a grocery store. During our observation she watched the stock clerk intently, who had been there a couple of months place items on the shelf. During this time the clerk was having difficulty locating an item, when Jane said, "Isn't it over here?" It turned out that she was correct, and the unique thing about this, was that she had never been in that grocery store before. Her attention to detail was also evident during our first meeting, when she showed us how food packages were stored and arranged neatly in her cabinet.

**Observant:** On a separate visit that we accompanied Jane shopping with her Residential Staff, she was able to determine what aisle they were going to next. She knew the route of the store when they had shopped there before, and was able to remind staff of an item that was on the list that she had forgotten. She was also able to determine size, shape, and color of certain items on the shelf from previous visits to the store. Jane has a keen sense of awareness of her environment. She will leave an area if she feels uncomfortable. For example she did not feel confident at Morning Place during our visit. She did not vocalize any questions or statements like she did at the grocery store.

Counting: Another ability that Jane possesses is counting. She is able to determine how many items can fit on a shelf, by counting the number of items. Also, at the Q PLANT she has to count items needed for the kits she assembles. In her monthly notes from the Q PLANT they have noted that she makes change using a calculator.

Imitation/Modeling: When you show her a task, she quickly ascertains the information and is able to perform the task. On the previous visit to the grocery store with her staff, she noticed the stock clerk move items to the front of the shelf. During this time Jane stated, "You need to move items to the front if you don't have enough of the paper towels, to fill it all the way to the front." Also, I have observed work that she has performed at the Q PLANT. One of the tasks that I watched her do was to put together "Stork Kits," for new birth announcements. I watched her supervisor only show her once, and she was able to put them together with minimal assistance.

**Possible job tasks based on skills and interests** *(i.e. answer a phone, take a message, drive a car)*

Stock Clerk - unpack, check, store, and track merchandise or materials. They inspect damaged or spoiled goods. They also sort and organize inventory.

Order Filler – Take customer's orders and either holds the merchandise until the customers can pick it up or send it to them.

Based on Jane's skills and interests job tasks she would be able to perform are: Making change, good calculating skills while utilizing a calculator, and she can also lift up to 20lbs frequently. She is also proficient with small hand tools such as a utility knife used to open and break down boxes, stacking items in an organized fashion, able to tell time which enables her to be aware of break times and Janitorial skills such as sweeping, dusting, and other general cleaning tasks. Other possible job tasks, based on skills she performs at the Q PLANT are material handling, packaging, and sorting.

**Learning styles / teaching tools** *(e.g. visual learner, picture book, cues)*

Jane learns best by having someone show her what to do, and then have her perform the skill with you observing to give her any assistance as needed.

**Desired job characteristics & rationale for each**

*(i.e. A.M. employment due to transportation, evening hours due to medicines, non-smoking environment due to asthma, modified work station due to wheelchair)*

- Jane needs a job with consistency and predictability regarding what she will be doing and what's expected of her.
- A job that allows her social interaction with others, as she is a very social person.
- An environment where it is expected of you to do several multi-tasks in a short period of time, because Jane does not do well in a very fast-paced environment, this is in part due to her being overweight which limits her speed needed in a fast-paced environment.
- Prefers to be in a non-smoking environment because she has stated that being around a lot smoke bothers her and she finds it difficult to breathe.
- Likes to watch T.V. at night as well as go to bed after she has had her evening medication, therefore morning or afternoon work would best fit her needs.

## Ideal number of hours per work-week & how this was determined

After discussing her work production with her supervisor at the Q PLANT, it is apparent that she may not have the endurance to work an eight-hour day. With this in mind, it is recommended that she work 3 to 4 days a week at 3 to 4 hour workdays. We also visited her at the workshop and discussed with her what she would like her workweek to be and she suggested the same.

## **Plan of Action** (*who? what? when? where? how? will these be achieved*)

### I. Job Possibilities (list business / who will contact)

- Food Haven (Stock Clerk, Order Filler) We have the name of the General Manager and will be contacting him, as well as Susie Harper knows someone that orders stock.
- Giant Foods (Stock Clerk, Order Filler) Joe Acres and Susie Harper will contact manager.
- Super Dollar (Stock Clerk, Order Filler) Joe Acres and Susie Harper will contact manager.
- ABC Store (Stock Clerk) will go to the store, due to this store is not opening yet and is beginning to hire staff.
- Super Foods (Stock Clerk) Joe Acres and Susie Harper will contact manager.
- Lot's of Stuff (Stock Clerk) Joe Acres and Susie Harper will contact manager.
- Discount Central (Stock Clerk) Joe Acres and Susie Harper will contact manager.
- Super Specials (Stock Clerk) Joe Acres and Susie Harper will contact manager.

### II. Supports for Job Development (include SE specialist role, development of natural supports, etc. This is the area in which you would address the plan for job development—such things as who will make employer contacts; how should disability info be addressed, etc)

We will serve as Jane's advocate with potential employers to market her skills, abilities, and interests. Jane as well will be involved in this process as she is capable of discussing her assets and her skills. She will be going with us to meet with potential employers when she likes. Jane has mild mental retardation and it is acceptable for us to approach this by stating that she will need some assistance with learning what is required of her to perform the job.

### III. On-the-Job Supports (various roles of SE specialist, co-worker support, all pertinent supports)

It is vital that we promote the involvement of those typically involved with new employee orientation and training. Jane learns well by performing the task after it has been introduced to her. This in turn, will build her confidence as she continues to learn new skills. It will also be important for us to encourage her and give her the support that she needs, due to some of her jobs failing in the past. This is possibly a result of Jane lacking self-confidence in herself. By promoting her self-confidence she will be able to complete tasks and finish work assigned to her.

**IV. Other Support Services (such as rehab tech, SCL, supports needed for transportation, etc.)**

**ABC AGENCY** will provide transportation, but will also empower Jane to possibly utilize public transportation. This will, of course be something that at some time will be introduced and modeled to her how to do this.

**V. Other Important Information (individualized)**

Jane is a lady that has many diverse talents and interests. She has many skills and has a lot to offer. She is outgoing and learns skills quickly. It is important to emphasize Jane's skills, interests and capabilities to her so she can think in broad terms about employment possibilities, as sometimes she is agreeable with someone because she is only trying to please them.

**Signature of SE**

**Specialist:**

Contact info:

Date:

**Addendum / Amendment / Modification** (to be completed if needed)

**Signature of SE**

**Specialist:**

**Date:**



**AUTHORIZATION EXAMPLE: PCJS**

**OFFICE OF VOCATIONAL REHABILITATION  
AUTHORIZATION FOR GOODS AND/OR SERVICES (NP)**

State Tax Exempt Number ST037023

Authorization Number 904106-0049

Budget Unit 6763

**FOR:** Consumer Name

**ACCT. #: 999-99-9999**

**NOTE TO VENDOR:** *If terms stated on this form are not acceptable as written, do not proceed, contact the counselor at billing address below. The above consumer is not to be billed for any portion of this service. Use delivery address for goods that require shipping or delivery.*

**VENDOR NAME & ADDRESS**

LIFESKILLS  
PO BOX 6499  
707 E MAIN ST.  
BOWLING GREEN, KY 42102-6499

**BILLING ADDRESS**

Counselor Name  
Office of Vocational Rehabilitation  
955 Fairview Avenue, Suite 100  
Bowling Green, KY 42101  
(270) 746-7489

**THIS AGENCY IS AUTHORIZED TO PAY FOR:**  
Authorized Amt

**Units/Quan. x Unit Amt. =**

**10Q-Person-Centered Job Selection  
Fee Item**

1.00 750.00 = 750.00

**GRAND TOTAL**

**750.00**

**Delivery Address: Consumer address**

***This authorization is null and void, if this service is not provided during the period 4/1/2007 to 5/1/2007.***

**NOTE TO VENDOR:** *When the above goods and/or services have been provided, please submit an itemized invoice/bill to the billing address. (Vendors whose service requires a written report must deliver the report before service is considered complete.)*

Authorization Number 904106-0049 for the Amount of \$750.00

***Signature will be here***

Counselor's Authorizing Signature

**2/1/2007**

Date





The Kentucky Education Cabinet, Department for Workforce Investment, Office of Vocational Rehabilitation does not discriminate on the basis of race, color, national origin, sex, age, religion or disability.

## **Job Development**

**The performance of activities which ultimately result in obtaining and/or creating work opportunities which match the employment conditions, preference, and contributions of person with disabilities.**

Job Development is more than just Job Placement. It involves thoroughly performing job analyses of relevant jobs, studying a company's typical ways of doing business including schedules, routines, cultural/social aspects, and other features of each job site. Job developers should be skilled in negotiation techniques so that they can successfully work with an employer to negotiate job responsibilities, instructional methods to be used in training, and any other job adaptation that may be helpful to the job seeker.

### *Key Concepts –*

-  Involves more than just “cold-calling”
-  *Includes job modification or creation*
-  *Shaped by consumer participations and choice*
-  *Driven by what you know about the person your represent (activities, places, & people)*

*As a VR Counselor, you should expect that a consumer who is being served in supported employment will receive individualized job development services, such as are described above.*

## **Natural Supports For Relationships At Work: Strategies For Facilitating Vocational Integration**

It is important for VR staff to value and expect a SE Provider to facilitate natural supports in the workplace. Many times, a person with the most significant disability will lose a job, not based on their inability to do the work, but more so based on their inability to “fit in” at the job site.

Supported employment does not by itself always maximize social integration of workers with the most significant disabilities. Narrowly practiced, job coaching can develop unnecessary dependency on external supports, stigmatize workers as deviant, and result in social isolation. Although task analysis, work skill training, and other “job coach” functions are important and essential, they need to be carried out in the context of a wider perspective. Some features of this wider perspective are:

1. Each work environment is a mini social system with its own “culture”: informal rules, jargon, expectations, etc...
2. Support is natural in work organizations. It does not always have to be imported from outside, sometimes just adapted or modified slightly. Workers are not “independent” of support; we depend on each other.
3. Over time, working relationships form at work, and serve as important sources of support. Relationships are not reducible to “social skills”. Nobody knows how to “analyze” why sometimes people form personal bonds and other times, they do not.
4. Human service intervention is in some ways an artificial intrusion into a natural system. To minimize the side effects of this intrusion, every effort should be made to intervene in ways that are as natural as possible, utilize existing strengths of community settings as much as possible, and are as indirect or short-term as possible.

Listed below are a series of suggested support strategies for Employment Specialists to facilitate the vocational integration of workers with the most significant disabilities.

### **Utilize Natural Networks for Job Development**

Few workers get entry-level jobs through professionals. They most often use friends, roommates, relatives, and other community contacts. Many times job developers can utilize these same resources for job leads and adapt (rather than replace) natural job search methods.

### **Create Rather Than Fill Openings**

All of us do some degree of negotiating and restructuring of creating our jobs to suit our unique strengths and interests. An individual with a most significant disability can't always “fill the shoes” of an existing job position but can do a part of a job, function as a helper, etc... Various forms of consultation with businesses can come into play in negotiating a suitable job on behalf of a consumer.

### **Include Formal Interaction in Job Design**

A common mistake is to create a self-contained job position that requires very little interaction, so that just the consumer and the job coach interact during training. Jobs should be designed to be interdependent, so that at several points, a supported employee's job and other jobs require communication.

### **Cultivate Natural Supports**

Many co-workers and supervisors enjoy training and providing other kinds of support. Many companies have formal and informal mechanisms for the training and orientation of new employees (for example, pairing a new worker with an experienced worker). Employment Specialists should look for these individuals/programs and work with them rather than training separately. Employment Specialists can be on site but act indirectly by providing consultation for natural supports/helpers. It is especially important that everyone is clear about whom the supervisor is and that the supervisor gives job orders to the consumer. Supported employees should be taught to whom to go when they have a problem, rather than having the Employment Specialist solve the problem. By giving away training and behavior management skills, Employment Specialists avoid communicating the message that it takes some special kind of person to interact with the supported employee.

### **Read the Culture and Include Informal Tasks**

Informal rules and expectations at work sites should be identified and treated as seriously as formal job tasks. For example, if workers informally take turns making a “coffee run”, teach the supported employee how to do that too (if possible). Make sure that if there are particular social times (e.g., AM break or the beginning of the shift) the worker’s job schedule includes these times. Another important skill that can be taught to supported employees is the giving of support to others; e.g. noticing when a co-worker could use some help.

### **Do some Matchmaking if Appropriate**

Facilitating the development of relationships is a powerful tool of the Employment Specialist. As one example, if a co-worker and supported employee have some interest in common, the supported employee can be assisted to communicate and develop this interest. Monitor social relationships and do whatever possible to make sure that at least one co-worker can be considered and “ally” of the supported employee.

### **Expand the Scope of Consulting Services if Appropriate**

One way of serving in a more indirect role is by acting as a “generic” consultant to a company for more than just one worker. For example, an Employment Specialist can assist all of the supervisors to sharpen their supervisory or training skills or to handle other human resource problems.

### **Build-in Permanent On-site Support if Needed**

Some workers with the most significant disabilities will need a great deal of support in order to complete work tasks satisfactorily. Consider creative alternatives to the job coach model of support, such as (a) “job sharing”, recruiting on worker with a disability and one non-disabled worker to fill one job position (b) use of attendant services.

### **Assess Satisfaction and the Need for Further Career Moves**

How many people stay in entry-level jobs until retirement? It is not a failure for especially for a young person to stay at a job for a year or two at most and then move on. It’s how our culture operates, and how workers gravitate by trial and error into something satisfying. Look for signs of “burn out” and use the knowledge gained from this job to develop the next one.

## **EXAMPLE #1**

### **DOCUMENTATION OF JOB DEVELOPMENT ACTIVITIES**

**Participant Name: Dudley DoRight 4/1/07**

**Job Contacts (With whom did you speak? Were you representing the individual, or did he/she participate with you? What follow-up is planned?)**

Met with Eddie at Eddie Pope's Chevron to do more in-depth research on the business to see more on the feasibility of Dudley working there. There were several unanswered questions after we left from our job shadowing experience. Eddie is a very friendly man and interested in our SE program. He had many questions about the individuals we work with, what my role actually is, etc..

**Other Job Development Activities (Purpose/Results/Follow-up)**

**Job Carving/Task Analysis/Employment Site Considerations**

I went to a scheduled meeting at Eddie Pope's and talked with Eddie the owner. Dudley had really enjoyed his job shadowing experience, but there were a few issues with making and counting change and using the credit card machine. In talking with Eddie he stated that all employees would have to make and count change and work at the fast pace since there are only about 2 other employees on hand during the day. In my task analysis I noticed that the other employees carried large amount of money on them and made the change to the customers after filling the cars and work trucks up with gas. Sometimes there were multiple purchases, a customer would pay for gas in cash and then purchase a car related item with their credit card or visa versa, which added to the "chaos" at the Chevron station. This Chevron is used very frequently due to the location and many construction workers use this location. I thought that maybe Dudley could use a calculator to assist with making change, but after visiting the location have decided that my recommendation to Dudley is that this particular location is too hectic for him and that it would not be possible for other workers to assist him regularly. The main task would be pumping gas and taking the money, etc.

**Next Steps:**

Follow through investigating other sites we visited during our job shadowing experiences and work with Dudley more on his interviewing skills.

Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

## **EXAMPLE #2**

**Participant Name: Dudley DoRight 4/5/07 and 4/6/07**

**Job Contacts (With whom did you speak? Were you representing the individual, or did he/she participate with you? What follow-up is planned?)**

4/6/07: Dudley and I went back to Barney's Auto Service. The job shadowing experience went really well and we decided that it would be a good idea to fill out an application with Mr. Barney. I phoned Mr. Barney ahead of time a couple of days ago to discuss us coming by and he had stated that mid morning would be a good time to come by and fill out an application. Unfortunately when we arrived, Barney's was packed. Mr. Barney and the other mechanics were dealing with several customers who had brought cars in for service. Mr. Barney was able to eventually bring Dudley an application and I assisted Dudley in filling this out, he has great memory and we had no trouble at all with the application. We returned the application to Mr. Barney a while later and I coached Dudley to tell Mr. Barney himself that he was very interested in working at Barney's Auto Service if he would please consider his application. Mr. Barney told Dudley that he "sure would", we both told Mr. Barney we looked forward to hearing from him and left due to Mr. Barney still being pretty busy.

**Other Job Development Activities (Purpose/Results/Follow-up)**

4/5/07: Worked with Dudley on his interviewing skills in conjunction with another co-worker. Dudley does a great job, "on the job" as evidenced by his job shadowing experiences and is very personable. But he becomes very nervous in an interview type setting. Continued to explain to Dudley that hardly anyone likes interviews and that he was not alone, but practice does help! My co-worker, Bob, who is knowledgeable about cars, racing, etc.. was very helpful in interviewing Dudley. Dudley was able to answer his interview questions that we made up, but will need to work on eye contact. It was noticed near the end of the interview that Dudley was more comfortable and talkative, we need to work more on the initial impression. We will continue to practice this skill and next time have Dudley interviewed by a female.

**Job Carving/Task Analysis/Employment Site Considerations**

**Next Steps:**

Follow up on application turned in at Barney's, work on interviewing skills, touch base with VR Counselor regarding Dudley getting some good work boots when he does start a job.

Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

### **EXAMPLE #3**

**Participant Name: Dudley DoRight 4/15/07 and 4/17/07**

**Job Contacts (With whom did you speak? Were you representing the individual, or did he/she participate with you? What follow-up is planned?)**

4/17/07: I made 2 phone calls, one to Dunn's Auto Body Repair Shop and the other to Auto Zone. Arranged for 2 times next week for Dudley and I to come in and fill out an application and talk with Mr. Dunn at the Repair Shop and Karen Houchens at Auto Zone. Dudley is not as interested in Auto Zone as he is with Dunn's and Barney's, but we decided to talk a little more with Karen at Auto Zone before totally "marking off" this job site. Also phoned and talked with Mr. Barney and he stated that he would like to interview Dudley and we scheduled a time to do that next week as well. Called Dudley to tell him the good news and he was so excited that he screamed in my ear!

**Other Job Development Activities (Purpose/Results/Follow-up)**

4/15/07: Met with Dudley's VR Counselor to discuss our progress in job development and to talk about Dudley getting some boots for work. Explained to VR that all the auto parts and service centers we had been to required lots of standing and that Dudley would be working around heavy equipment, tools etc.. so some good boots were in order. Dudley Counselor stated that he would authorize for a good pair of boots when Dudley obtained employment. Dudley was very excited and did go into detail to his Counselor on the job shadowing and employment related activities we had been up to.

**Job Carving/Task Analysis/Employment Site Considerations**

**Next Steps:**

Do another mock interview before meeting with Mr. Barney and the others, make sure Dudley has his interview clothes ready to go, discuss with Bo our progress and see if he has made any employment connections with individuals he knows

Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

**AUTHORIZATION EXAMPLE: JOB DEVELOPMENT**

OFFICE OF VOCATIONAL REHABILITATION  
**AUTHORIZATION FOR GOODS AND/OR SERVICES (NP)**  
State Tax Exempt Number ST037023

Authorization Number 904106-0041  
Budget Unit 6760

**FOR: Consumer Name**  
**ACCT. #: 999-99-9999**

**NOTE TO VENDOR:** *If terms stated on this form are not acceptable as written, do not proceed, contact the counselor at billing address below. The above consumer is not to be billed for any portion of this service. Use delivery address for goods that require shipping or delivery.*

**Vendor Name & Address:**

LIFESKILLS  
PO BOX 6499  
707 E MAIN ST.  
BOWLING GREEN, KY 42102-6499

**Billing Address:**

COUNSELOR NAME  
Office of Vocational Rehabilitation  
955 FAIRVIEW AVENUE, SUITE 100  
BOWLING GREEN, KY 42101  
(270) 746-7489

**THIS AGENCY IS AUTHORIZED TO PAY FOR:** Units/Quan. x Unit Amt. = Authorized Amt

**35E-Job Development (Supp Emp: Individual Job Coach Model only** 1.00 x 900.00 = 900.00  
**Fee Item**

**Delivery Address: Consumer address**

**GRAND TOTAL 900.00**

***This authorization is null and void, if this service is not provided during the period. 4/1/2007 – 7/1/2007***

**NOTE TO VENDOR:** *When the above goods and/or services have been provided, please submit an itemized invoice/bill to the billing address. (Vendors whose service requires a written report must deliver the report before service is considered complete.)*

Authorization Number 904106-0041 for the Amount of \$900.00

*Signature will be here*  
Counselor's Authorizing Signature

4/1/2007  
Date

The Kentucky Education Cabinet, Department for Workforce Investment, Office of Vocational Rehabilitation does not discriminate on the basis of race, color, national origin, sex, age, religion or disability.



## Supported Employment Outcome

THE PROCESS AND BILLING: (examples of notes on following pages)

1. After 30 days of working on the job, the SE provider must provide a monthly summary of how employment is going. There is no required format for reporting this information.
2. After 60 days of working on the job AND the individual is STABLE, the SE provider must provide the required Long Term Support Plan and bill for \$4200.00 for payment. Remember the 3 successful completion points:
  - The individual has been employed at least 60 days in a job consistent with the PCEP;
  - Is satisfied with the job, and has a satisfactory number of hours of work scheduled each week;
  - And has the extended services support in place to continue on after you close the case file.

If the individual is not stable, monthly summaries should be provided to you until stabilization occurs. At that point the Long Term Support Plan and bill for payment should be submitted to you.

3. At 90 days, the SE provider should provide an outcome summary to you OR a conversation with the SE provider and consumer should take place to make sure case closure at this point is appropriate. If case closure needs to be delayed, a plan for services and supports should be discussed, with timeframes projected.



## Long Term Support Plan Example (60 days)

**Supported Employment Provider**      ABC Employment

**Name of Consumer**      Bill Brown

**Social Security Number** 123-45-6789

**Date of Long-Term Support Plan** 10/11/05  
**Amendment Date** \_\_\_\_\_

**Employer**    Super Bank

**Job Title or Function** Teller Assistant

**Wage per Hour** 7.50 **Hours per Week** 25

### **Frequency and Description of On-Site Services / Supports**

Weekly conversations with Bill and Supervisor (Mary Smith), one on one job coaching two days a week, until fade away is possible, to assist with learning and becoming proficient with job duties, specifically Bill's work on the computer with data entry

### **Frequency and Description of Off-Site Services and Supports**

As needed one on one conversations with Bill to assure all is "going well" on the job, maintainment of clothing (pressed, clean, etc), working with Social Security due to Bill receiving SSI payments

### **Description of Natural Supports**

Continue to facilitate working relationship between Bill and the bank tellers he is assisting. One teller in particular (Karen Green) has been working with Bill on days job coach does not assist Bill at work.

### **Other Services and Supports**

Monitor the need in the upcoming months for possible job accommodations.

### **How was the consumer input obtained for this plan?**

Meeting with Employer ☐

Person-Centered Planning Meeting ☐

Annual Review Meeting ☐

Other ☒ Describe one on one meeting with Bill after work

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## Supported Employment Outcome Summary

### Example

### (90 days)

**Participant:** Nancy Jones

**Employment Date:** April 30, 2007

**Employer:** Touch of Class Florist

**Wages:** \$6.55 per hour, 30 hours per week (recent increase)

**Services and Supports:** I have assisted Nancy in learning the morning shift at Touch of Class Florist. She works there from 7 AM until 1 PM. I have assisted her in learning the bus route, which requires one transfer.

We developed a notebook with various flowers, and she has learned to recognize most of them. She also has learned how to operate the helium balloon machine and particularly enjoys this part of her job. Nancy works with Marinell on Tuesday and Thursday and this arrangement is working well. If they are not doing rush work, Nancy is invited to assist in the floral arrangements. If the schedule is rushed, she assists in getting the orders ready and organized for the funeral homes and hospitals.

For further assistance, her manager, Bernard, works with her on Mon-Wed-Friday. Bernard is very complimentary of Nancy's work performance. He has increased her hours from 3 hours per day to 6 hours per day based on her advancement in skills.

**Schedule for follow-up:** Nancy, Marinell and I will have lunch once per month. Bernard, Nancy and I will talk at least twice per month, and on the last Wednesday of the month Nancy will stop by our office for "check in" time. Once her hearing aids are in, we will work with her to adjust and learn to use them.

---

Employment Specialist

---

Date

**AUTHORIZATION EXAMPLE: OUTCOME**

OFFICE OF VOCATIONAL REHABILITATION  
**AUTHORIZATION FOR GOODS AND/OR SERVICES (NP)**  
State Tax Exempt Number ST037023

Authorization Number 904106-0087  
Budget Unit 6763

**FOR:** Consumer Name  
**ACCT. #: 999-99-9999**

**NOTE TO VENDOR:** *If terms stated on this form are not acceptable as written, do not proceed, contact the counselor at billing address below. The above consumer is not to be billed for any portion of this service. Use delivery address for goods that require shipping or delivery.*

**Vendor Name & Address:**

LIFESKILLS  
PO BOX 6499  
707 E MAIN ST.  
BOWLING GREEN, KY 42102-6499

**Billing Address:**

COUNSELOR NAME  
Office of Vocational Rehabilitation  
955 FAIRVIEW AVENUE, SUITE 100  
BOWLING GREEN, KY 42101  
(270) 746-7489

**THIS AGENCY IS AUTHORIZED TO PAY FOR:**

**Units/Quan. x Unit Amt. = Authorized Amt**

35H-Supported Employment Services/Individual Placement  
Fee Item

1.00      4,2000      =      4,200.00

**GRAND TOTAL**

**4,200.00**

**Delivery Address: Consumer address**

***This authorization is null and void, if this service is not provided during the period 5/1/2007 to 8/1/2007.***

**NOTE TO VENDOR:** *When the above goods and/or services have been provided, please submit an itemized invoice/bill to the billing address. (Vendors whose service requires a written report must deliver the report before service is considered complete.)*

Authorization Number 904106-0087 for the Amount of 4,200.00

**Signature will be here**

Counselor's Authorizing Signature

**5/1/2007**

Date

The Kentucky Education Cabinet, Department for Workforce Investment, Office of Vocational Rehabilitation does not discriminate on the basis of race, color, national origin, sex, age, religion or disability.

## **Long Term Follow-up and Support**

The key service, which makes supported employment so valuable, is the provision of long-term support for people with the most severe disabilities who work in integrated business settings. Before a Vocational Rehabilitation counselor serves a consumer in supported employment, consideration must be given to the availability of and need for ongoing, extended support services. Support services begin when a consumer first enrolls in a supported employment program, and continue after a Vocational Rehabilitation case is closed. Assistance is provided in every aspect of a person's employment, from basic daily living skills through adaptation of the workplace to accommodate an individual's disability.

Support services should vary, based on the individual's situation. The support can be intensive depending on particular needs, but may be phased down as the individual becomes more adept. There may be periods of time where the support is needed in depth, and other times where routine follow-up may suffice. Some examples of long-term support are:

1. On-site training, retraining, or supervision available for employer and co-workers as needed;
2. Problem-solving for job success;
3. Regular contact and communication with the employee, employer, family, or home provider;
4. Checks at least twice monthly on work performance at job site, or off the job site as appropriate, including contact with supervisors and co-workers;
5. Coordination of other services that affect employment including transportation;
6. Off-site and after-work assistance, including support groups;
7. Counseling;
8. Reassessment of an employee with regard to career changes or position upgrades;
9. Job development for re-placement or career advancement when needed for whatever reasons;
10. Employee assistance with management of medical needs and services;
11. Employment specialist serving as a backup to natural supports;
12. Continual job modification and adaptation of equipment;
13. Technology assistance as needed.

It is important to remember that long-term support services are pro-active, not merely reactive. These services are planned to be provided indefinitely, although the amount and kind of support may change, depending on the individual's needs.

## **General Information for working with SUPPORTS FOR COMMUNITY LIVING (Medicaid Waiver) (SCL) PROGRAM**

### **Supports for Community Living Program**

Supports for Community Living (SCL) have gone through many different stages since it began. In the very beginning, it was known as the New Neighbors program. Later it became AIS/MR and then, in September 1997, it became Supports for Community Living. The day-to-day operation of the program was transferred from the Department for Medicaid Services to the Kentucky Department for Mental Health and Mental Retardation Services. Supports for Community Living is a home and community based waiver under the Kentucky Medicaid program and was developed for Kentucky residents with mental retardation or developmental disabilities so that they could live in the community instead of an institution.

### **Eligibility**

People with mental retardation or developmental disabilities are eligible if they meet the requirements for residence in an Intermediate Care Facility for people with mental retardation (ICF/MR). They must also meet other Medicaid requirements.

### **Available Supports and Services Under the Waiver**

#### **Support Coordination**

The person who helps individuals and their families to develop a plan to meet the individual's needs is called the Support Coordinator. The Support Coordinator also works closely with the individual's to make sure that they are pleased with the services they receive.

#### **Residential Supports**

Folks receiving SCL services may choose to live in a variety of places, including a family home, staffed residence (a small individualized home), or a group home. Residential supports provide twenty-four hour supervision and training in activities such as laundry, routine household care, self-care, shopping, money management, socializations, and leisure activities. No more than three individuals receiving waiver services can live in any residential setting. Also, folks receiving residential services may choose to live in their own homes.

#### **Community Habilitation**

This provides training during the day for folks to learn how to use money, using community resources, learning how to communicate better and how to get along with others. Community Habilitation may take place at a particular site (building), but it does not have to.

### **Supported Employment**

This pays for the provision of individualized employment supports for individuals in the integrated community jobs, and assures that ongoing support is facilitated so that the supported employee maintains employment. The regulations require that in order for SCL dollars to be used for Supported Employment, the participant must first utilize VR funds for those services for which he/she is eligible. This permits the SCL dollars to be used primarily for long-term support, while the VR funds are used for the initial services necessary to select, find and become stable in employment.

### **Community Living Support**

These supports are training or assistance in such activities as shopping, household care, and taking part in community activities as long as the person is being taught skills during the activities.

### **Behavioral Supports**

Because some people act differently, they may not always be accepted by others. Behavioral supports are ways to help individuals to make changes in their lives or environment so that others will accept them.

### **Psychological Services**

These services include psychological testing for diagnosis, evaluation and treatment. Dually diagnosed people may need this service to coordinate treatment for mental illness.

### **Occupational Therapy**

This is using self-care, work and play activities to help people develop more. Occupational therapy services may include adapting tasks for the individual's environment to help the person become independent.

### **Physical Therapy**

These services help prevent, correct or minimize physical handicaps. They also help to reduce pain and improve the body's ability to function. Physical therapists provide treatment, which includes exercise and training in self-care.

### **Speech Therapy**

This helps individuals to improve their communication and is provided by a speech therapist.

### **Respite**

These services provide a time of rest or relief for the people who normally care for an individual. Respite services are only available to individuals living in their family homes or on their own, and not for those living in a group home or a staffed residence.

## **FUNDING SUPPORTED EMPLOYMENT SERVICES THROUGH THE OFFICE OF VOCATIONAL REHABILITATION (OVR) AND THE SUPPORTS FOR COMMUNITY LIVING (SCL) WAIVER**

**GOAL:** To establish a system of coordinated vocational services that will lead to positive employment outcomes for individuals who are eligible for both Office of Vocational Rehabilitation (OVR) and Supports for Community Living (SCL) Waiver Funds.

### **Steps To Achieve the Goal**

#### **Establish SCL Provider as OVR Supported Employment Vendor**

Application Process is approximately one month. Applicant completes a written application that is reviewed by OVR Supported Employment Branch. For applications please call Margaret Moreland at 1-800-443-6055 or 270-779-9380.

An Agreement for Services is developed and signed by OVR and the SCL Provider, establishing them as a vendor for Supported Employment services. The agreement is renewed annually.

Staff is required to complete Supported Employment Training Sessions through UK/IHDI. For information call Milton Tyree at 859-977-4050 ext. 234, or visit the SE training website at <http://www.ihdi.uky.edu/kyseweb>

Technical Assistance is available from OVR Supported Employment Staff. They can assist you with the application process and with orientation to supported employment services.

#### **Establish Referral Process and Working Relationship with Appropriate OVR Staff**

Share Pertinent Information using appropriate signed release forms.

Use Person-Centered Planning approaches to prepare a plan for services. OVR will develop an Individualized Plan for Employment (IPE). Person-Centered Planning meetings are good places to develop strategies for job development and other services and to track progress. Communicate well and often! Regularly document service provision, and keep in touch through phone, e-mail, monthly documentation, etc.



## Using Pre-Vocational Services

This is not a billable service to OVR. These services are intended to help the individual develop some generic work skills, and are not intended for someone who is ready to be involved in specific job selection, job development and training. These services may be provided just before the person centered job selection process, which is a billable service to OVR for eligible consumers. **Note: The SCL Provider needs no letter from OVR in order to bill this service to SCL.**

## OVR Funded Supported Employment

The OVR Guidelines for Purchase of Supported Employment Services describes the following services, which are billable to OVR for eligible consumers:

Person-Centered Job Selection  
Job Development  
Individualized Supported Employment Outcomes

SCL Providers who are approved OVR Supported Employment vendors may be reimbursed for these services according to OVR guidelines. The OVR Supported Employment Consultants are available to help you understand the guidelines and help you get started.

## Long-Term/Extended Supported Services

SCL funds are used after the OVR outcome fees have been fully utilized to provide the individualized long-term support services the individual needs to maintain employment. This can include skills training, on and off the job site support services, additional job development services, and other services as planned for appropriately. All services should be highly individualized.

Documentation is needed in the case file to show that OVR funds have been used to the fullest extent. Rather than requiring a separate letter from OVR, acceptable documentation will be the payment documents from OVR. If circumstances arise where this documentation is unavailable or otherwise inappropriate, the SCL Provider should request a letter from OVR stating that funding has been completed. OVR Supported Employment Consultants may assist in this event.

**EXAMPLE of Documentation Needed by SCL Providers to show that OVR funding for SE has been utilized appropriately**

**OFFICE OF VOCATIONAL REHABILITATION  
AUTHORIZATION FOR GOODS AND/OR SERVICES (NP)  
State Tax Exempt Number ST037023**

Authorization Number 904106-0087  
Budget Unit 6763

**FOR:** Consumer Name  
**ACCT. #: 999-99-9999**

**NOTE TO VENDOR:** *If terms stated on this form are not acceptable as written, do not proceed, contact the counselor at billing address below. The above consumer is not to be billed for any portion of this service. Use delivery address for goods that require shipping or delivery.*

**Vendor Name & Address:**

LIFESKILLS  
PO BOX 6499  
707 E MAIN ST.  
BOWLING GREEN, KY 42102-6499

**Billing Address:**

COUNSELOR NAME  
Office of Vocational Rehabilitation  
955 FAIRVIEW AVENUE SUITE 100  
BOWLING GREEN, KY 42101  
(270) 746-7488

**PAID**

**THIS AGENCY IS AUTHORIZED TO PAY FOR:**  
Amt

**Units/Quan. x Unit Amt. = Authorized**

35H-Supported Employment Services/Individual Placement  
Fee Item

1.00 x 3,000.00 = 3,000.00

**GRAND TOTAL 3,000.00**

**Delivery Address:**

***This authorization is null and void, if this service is not provided during the period 1/09/2007 to 1/31/2007.***

**NOTE TO VENDOR:** *When the above goods and/or services have been provided, please submit an itemized invoice/bill to the billing address. (Vendors whose service requires a written report must deliver the report before service is considered complete.)*

Authorization Number 904106-0087 for the Amount of 3,000.00

Signature will be here

1/09/2007

Counselor's Authorizing Signature

Date

I hereby certify that the services listed above have been furnished to the Commonwealth of Kentucky, that the quality and prices conform to the proposal and purchase order or contract; and that payment, in whole or in part has not been received.

Vendor's Signature

Date

The Kentucky Education Cabinet, Department for Workforce Investment, Office of Vocational Rehabilitation does not discriminate on the basis of race, color, national origin, sex, age, religion or disability.



*The Office of Vocational Rehabilitation does not discriminate on the basis of race, color, national origin, sex, religion, age, marital status or disability in employment, or provision of services and provides, upon request, reasonable accommodations including auxiliary aids and services necessary to afford individuals with disabilities and equal opportunity to participate in all program activities.*

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